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ABSTRACT

In conjunction with a new set of regulations dealing with health and physical education programs in Pennsylvania school districts, effective July 1, 1975, the Department of Education outlines in this report competencies and objectives which school districts are encouraged to use to develop quality programs. The physical education competencies suggested in the report are minimal ones (i.e., what most students should reasonably be expected to do according to their age and physical development by grades three, six, nine, and twelve. The competencies described are of two types: (1) enroute competencies, which are sequential performances leading to basic competencies; and (2) basic competencies, which identify completion of the basic physical education program. The competencies are prepared in such a way as to cover three domains of learning: psychomotor (learning patterns of muscular action for physical performance), cognitive (knowledge germane to physical education and athletics), and affective (attitudes, values, and appreciations). A list of physical education, sport, and dance activities and a bibliography are also included. (LBH)

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PHYSICAL EDUCATION COMPETENCIES

Pennsylvania Department of Education
Bureau of Curriculum Services
Division of Interdisciplinary Programs

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INTRODUCTION

It is not the policy of the Department of Education to dictate content, textbooks and methodology of courses in the public schools. But it is the department's responsibility to establish regulations and guidelines for school districts to use when they provide their students with educational experiences. This publication and accompanying materials are provided for schools in development of physical education programs.

A new set of regulations dealing with health and physical education was adopted, effective July 1, 1975. In carrying out its responsibility, the Department of Education herein states competencies and objectives which school districts are encouraged to use to develop quality programs. The regulation includes general objectives but does not identify specific competencies which all students should achieve in physical education programs. The development of specific competencies is the responsibility of the school district.

The physical education competencies suggested in this booklet are minimal comptenecies, that is, what most students should be reasonably expected to do according to their age and physical development by grades three, six, nine and 12. Hopefully, school districts will build programs that allow students to develop their abilities, knowledge and appreciation beyond minimal expectations.

The minimal competencies in this booklet are of two types:

1. Enroute competencies - sequential performances leading to basic competencies.
2. Basic competencies - specific competencies which identify completion of the basic physical education program.

Enroute competencies, stepping stones to the basic competencies, help teachers assess the general achievement levels of all students. Progression is from little, or no competency, to desirable basic competencies.

Basic competencies are often called "exiting" or "terminal" -- terms that leave one with the impression that it is the end of the road for young adults in the development of their abilities. To avoid this impression, the Department of Education refers to 12th grade competencies as "basic". Such competencies, being neither final nor terminal, are instead, the bases for life-long participation and proficiency in physical education activities.

Proficiency in movement, physical fitness, knowledge, health and appreciation are some of the many worthy reasons why individuals continue their physical activity long after they graduate from high school.

The competencies in this booklet are prepared in such a way as to touch on the three domains of learning:

1. Psychomotor - learning patterns of muscular action for physical performance.
2. Cognitive- knowledge germane to physical education and athletics.
3. Affective - attitudes, values and appreciations.

PHYSICAL EDUCATION COMPETENCY TERMS

IN BASIC EDUCATION

Enroute Physical Education Competencies:

are designated and specific competencies, not an end in themselves, but sequential performances in a comprehensive physical education program.

Basic Physical Education Competencies:

are designated and specific competencies, adequate and sufficient in nature, which demonstrate requisite levels of physical education knowledge, motor performance and values.

Learning Experiences:

are a sequence of activities enabling students to achieve the desired basic competencies.

ENROUTE PHYSICAL EDUCATION COMPETENCIES

GRADE 3

Psychomotor	Cognitive	Affective
.Demonstrate proficiency in the following directional skills as measured by performance criterion designated by the school district: .up .down .right .left .forward .backward .Demonstrate proficiency in the following non-locomotor skills as measured by performance criterion designated by the school district: .stretching .bending .twisting	.Demonstrate, by oral response, identification of pictures or graphics, comprehension of the stated psychomotor competencies for analyzing common errors in skill performance as measured by criterion designated by the school district.	.Exhibit verbal and physical expressions of enthusiasm, joy and satisfaction with participation in learning activities of stated psychomotor competencies. .Exhibit participation in physical activity of choice during opportunities of free play. .Exhibit the ability to participate with self control in directed and non-directed physical activities. .Exhibit participation within the prescribed activity standards. .Exhibit application of proper safety practices during learning activities and free play. .Exhibit an awareness and sensitivity of the feelings of others.

GRADE 3

Psychomotor	Cognitive	Affective
.Demonstrate proficiency and duration in the follwoing locomotor skills as measured by performance criterion designated by the school district: .running .leaping .hopping .galloping .sliding .skipping		
.Demonstrate proficiency in the following object control skills as measured by performance criterion designated by the school district: .throwing .striking with foot and hand .striking moving objects with implements		

GRADE 3

Psychomotor	Cognitive	Affective
.catching		
.ball bouncing		
.rolling an object		
.Based on national, state or local standards, demonstrate the ability to perform a satisfactory level of:		
.cardio-respiratory efficiency		
.flexibility		
.muscular strength and endurance		
.Demonstrate proficiency and/or duration in the follwing aquatic skills as measured by performance criterion designated by the school district:		
.adjustment to water		
.water support		
.propel the body in a prone position using only the legs		
.propel the body in a prone position using both arms and legs		

GRADE 3

Psychomotor	Cognitive	Affective
.land rescue techniques .Demonstrate proficiency and/or duration in the following skills as measured by performance criterion designated by the school district: .upright balances .basic inverted balances .rolling patterns .combination patterns .walks, turns and balances on low balance beam .Demonstrate proficiency in basic rhythm beat and expressive movement as measured by performance criterion designated by the school district.		

ENROUTE PHYSICAL EDUCATION COMPETENCIES

GRADE 6

Psychomotor	Cognitive	Affective
.Demonstrate the ability to properly align the body segments in various positions and correctly utilize body mechanics in activities of daily living as measured by performance criterion designated by the school district. .Based on national, state or local standards, demonstrate the ability to perform a satisfactory level of: .cardio-respiratory efficiency .flexibility .muscular strength and endurance .Using large muscles, demonstrate the ability to flex and extend the joints through a full range of normal motion as measured by performance criterion designated by the school district. .Demonstrate proficiency and/or duration in the following beginning aquatic skills as	.Demonstrate, by oral response, identification of pictures, graphics or illustration, comprehension of the stated psychomotor competencies by analyzing errors in performance as measured by criterion designated by the school district. .Demonstrate by written and/or oral response the relationship between mental/emotional/physical well-being and physical fitness components and regular physical activity.	.Exhibit verbal and physical expressions of enthusiasm, joy and satisfaction with participation in learning activities and performances. .Exhibit participation in physical activity of personal choice during opportunities of free play. .Exhibit the ability to participate with self control and cooperation in directed and non-directed activities. .Exhibit participation within the prescribed activity standards. .Exhibit safe participation during the learning activities, game play and free-play. .Exhibit an awareness and sensitivity of the feelings of others.

Psychomotor	Cognitive	Affective

designated by the school district.

.propel the body in a side down position using only legs.

.propel the body in a side down position using only the arms.

.propel the body in a prone position using only the legs.

.propel the body in a prone position using only the arms.

.propel the body in an inverted position using only the arms.

.breath control with bobbing.

.breath control while alternating side and front face positions in and out of water.

.propel the body in an inverted or prone position using both arms and legs.

. complete basic self rescue maneuvers.

.maintain drown proofing for an extended period of time.

Psychomotor	Cognitive	Affective
. Demonstrate proficiency and/or duration in the following beginning tumbling and gymnastic skills as measured by performance criterion designated by the school district: . perform basic vaults on low vaulting box or side horse. .perform basic climbing and hanging skills on the vertical rope. .perform basic skills on the horizontal bar. .perform basic skills on the horizontal ladder. .perform a variety of scales on the low balance beam. .perform inverted balances with increased degree of difficulty. .roll in a backward direction, execute backward falling patterns in combination with other basic stunts or skilled patterns of movement. .combinations of tumbling stunts. .basic tumbling turns.		

GRADE 6

Psychomotor	Cognitive	Affective
. Demonstrate proficiency and/or duration in the following rhythmic skills as measured by performance criterion designated by the school district: .combinations of basic locomotor and non-locomotor movements to various tempos and in varying directions with turns. .a variety of folk and social dances using combination steps. . Demonstrate proficiency in the beginning fundamental skills of five team sports listed in the Digest of Physical Education Activities as measured by performance criterion designated by the school district. . Demonstrate proficiency and/or duration in the ability to participate in five team lead-up games or modified team games as measured by performance criterion designated by the school district.		

GRADE 6

Psychomotor	Cognitive	Affective
. Demonstrate proficiency and/or duration in the beginning fundamental skills of three individual sports listed in the Digest of Physical Education Activities as measured by performance criterion designated by the school district.		

ENROUTE PHYSICAL EDUCATION COMPETENCIES

GRADE 9

Psychomotor	Cognitive	Affective
.Based on national, state or local standards demonstrate the ability to perform a satisfactory level of: .cardio-respiratory efficiency .flexibility .muscular strength and endurance .Demonstrate proficiency and/or duration in the following aquatic skills as measured by performance criterion designated by the school district: .propel the body in an inverted position using only legs. .propel the body in an inverted or prone position using both arms and legs .propel the body underwater using both arms and legs. .Demonstrate proficiency and/or duration in the following tumbling and gymnastics skills as measured by performance criterion designated	.Demonstrate verbally and/or in writing a beginning knowledge or rules, basic strategies and/or tactics of competition, as measured by criterion designated by the school district: .three Lifetime Sports as listed in the Digest of Physical Education Activities. .three individual sports as listed in the Digest of Physical Education Activities, Sports and Dance. .five team sports as listed in the Digest of Physical Education, Sports and Dance. .four recreation activities .tumbling and gymnastics .two forms of dance as listed in the Digest of Physical Education, Sports and Dance. .aquatics	.Exhibit participation in physical activity of personal choice during opportunities of electi play. .Exhibit the ability to participate with self control in directed and non-directed activitie: .Exhibit participation within the prescribed activity standards. .Exhibit safe participation during the learning activities, game play and elective play. .Exhibit participation or initiate out-of-schoo activities that are pleasurable in the development of physical fitness. . Exhibit an awareness and sensitivity of the feelings of others.

Psychomotor	Cognitive	Affective
by the school district: .perform a variety of jumps .perform a variety of body rotations .create and perform a series of rebound tumbling skills .perform basic vaults on a chest high side horse .perform basic skills on the even parallel or uneven parallel bars including mounts, supports, swings and dismounts. .plan and perform an exercise routine on the even parallel or uneven parallel bars. .perform a variety of elementary stunts on the horizontal bar .perform basic mounts, stunts, and dismounts on a regulation balance beam .perform inverted balances using only the arms for support .combine balancing with basic tumbling skills .perform a variety of stunts involving springing action .execute basic tumbling maneuvers when the body is momentarily airborn	.Identify and contrast verbally and/or in writing an introductory knowledge of cardio-respiratory endurance - flexibility - muscular strength and endurance as measured by criterion designated by the school district. .Demonstrate, by written and/or oral response, the relationship between mental/emotional/physical well-being and physical fitness components and regular physical activity.	

GRADE 9

Psychomotor	Cognitive	Affective
. Demonstrate proficiency in the beginning fundamental skills of three Lifetime Sports listed in the Digest of Physical Education Activities, Sports and Dance as measured by performance criterion designated by the school district. . Demonstrate proficiency and/or duration in an intermediate level of competency of fundamental skills in two individual sports listed in the Digest of Physical Education Activities, Sports and Dance as measured by performance criterion designated by the school district. . Demonstrate proficiency in the beginning skills of two forms of dance listed in the Digest of Physical Education Activities Sport and Dance as measured by performance criterion designated by the school district.		

GRADE 9

Psychomotor	Cognitive	Affective
. Demonstrate proficiency in an intermediate level of competency of fundamental skills, in five team sports listed in the Digest of Physical Education Activities, Sport and Dance as measured by performance criterion designated by the school district. . Demonstrate proficiency in the beginning fundamental skills of four recreation activities listed in the Digest of Physical Education Activities, Sport and Dance as measured by performance criterion designated by the school district.		

BASIC PHYSICAL EDUCATION COMPETENCIES

GRADE 12

Psychomotor	Cognitive	Affective
. Demonstrate proficiency and/or duration in the following aquatic skills as measured by performance criterion designated by the school district: . one power stroke . one survival stroke . drownproofing . water entry	.Demonstrate verbally and/or in writing knowledge of rules, basic strategies and tactics of competition as measured by criterion designated by the school district. .three Lifetime Sports from the list in the Digest of Physical Education Activities, Sport and Dance. A minimum of one each should be selected for outdoor and indoor participation. .three individual sports from the list in the Digest of Physical Education Activities. .five team sports from the list in the Digest of Physical Education Activities. .four recreation activities from the list in the Digest of Physical Education Activities.	. Exhibit tolerance and acceptance of individual attitudes and performances in team participatic . Exhibit courteous relations and self-control in results of personal and group performances. . Exhibit leadership and followship in directing, guiding and participating in group activities and tasks. . Exhibit through continuous participation the value of personal fitness and health, pleasure in activity or better performance. . Exhibit responsible safety behavior and judgement during participation in: .aquatics .lifetime sports . individual sports
. Demonstrate competency in three Lifetime Sports from the list in the Digest of Physical Education Activities, Sport and Dance as measured by performance criterion designated by the school district. A minimum of one each should be selected for outdoor and indoor participation. .Demonstrate competency in three individual sports from the list in the Digest of Physical Education Activities, Sports and Dance as measured by performance criterion designated		

GRADE 12

Psychomotor	Cognitive	Affective
by the school district .Demonstrate competency in five team sports from the list in the Digest of Physical Education Activities, Sport and Dance as measured by performance criterion designated by the school district. .Demonstrate competency in four recreation activities from the list in the Digest of Physical Education Activities, Sport and Dance as measured by the performance criterion designated by the school district. .Demonstrate competency in two forms of dance from the list in the Digest of Physical Education Activities, Sport and Dance as measured by the performance criterion designated by the school district. .Demonstrate proficiency in tumbling and gymnastic skills as measured by performance criterion and designated by the school district.	.two forms of dance from the list in the Digest of Physical Education Activities, Sport and Dance. .Identify and contrast verbally and/or in writing the following physical fitness components as measured by criterion designated by the school district: .cardio-respiratory endurance .flexibility .muscular strength and endurance .Identify and explain verbally and/or in writing the relationship of strength, endurance and flexibility to physical performance. .Identify and correlate the relationship between personal fitness and personal health for youth and adults as measured by criterion designated by the school district. .Identify and explain verbally and/or in writing the potential hazards and safety measures to be	.team sports .recreation activities .dance

GRADE 12

Psychomotor	Cognitive	Affective
.Based on national, state or local standards, demonstrate the ability to perform a satisfactory level of: .cardio-respiratory efficiency .muscular strength and endurance .flexibility .Demonstrate components of a general adult level physical fitness maintenance program as measured by performance criterion and designated by the school district.	observed in the following activities as measured by criterion designated by the school district: .aquatics .lifetime sports .individual sports .team sports .recreation activities .dance .adapted activities, sports and therapeutic exercises. .Identify and explain verbally and/or in writing comprehension of buoyancy, gravity, inertia, mass and other forces affecting human performance and objects as measured by criterion designated by the school district.	

Lifetime Sports and Recreation Activities

- physical fitness or aerobics
- archery
- badminton
- bicycling
- bowling
- golf
- fly and bait casting
- hiking and camping
- orienteering
- swimming and other aquatic activities
- recreational shooting
- dance
- handball
- small craft operation
- water skiing
- snow skiing
- snow shoeing
- ice skating
- roller skating
- snow sledding and tobagganing
- surfing
- snorkeling, scuba diving and skin diving
- tennis
- sailing
- camping
- canoeing
- boating
- fencing
- frisbee
- paddleball
- racquet ball
- deck tennis
- riflery
- trap and skeet shooting
- squash racquets
- boccie ball
- horseshoes
- croquet
- horseback riding
- billiards
- curling
- table tennis
- shuffleboard

Individual Sports

- Cross Country
- wrestling
- marshall arts
- weight lifting
- fencing
- track and field

Team Sports

- volleyball
- touch - flag football
- basketball
- baseball
- softball
- team handball
- soccer
- field hockey
- lacrosse
- speedball
- ice hockey
- rugby
- floor hockey

Dance

- modern
- Afro-American
- social
- American folk
- ethnic
- balletic

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